

Regional Stewardship Infrastructure Plan Kentucky State University

Introduction

As an 1890 Land Grant Institution, Kentucky State University has incorporated public outreach, service and engagement activities for most of its 120 year history. The University's motto, "Enter to Learn – Go out to Serve," is imprinted boldly on Carver Hall, one of the main classroom buildings constructed during the 1960's. Doubtlessly, a commitment to service migrated to the institution from Berea College, the alma mater of several of the early presidents and many of the early faculty. A review of the school's early history shows clearly that service provided one of the main cornerstones for the evolving campus culture.

Throughout the first five to six decades of the institution's existence, each student was expected to provide a minimum of thirty hours of service per month. Such a requirement was necessary for practical, as well as moral reasons, given the hopes and aspirations prevalent among the early leaders. These leaders viewed education and service as the great equalizer.

Unfortunately, Kentucky State University was not able to insulate itself from the incessant winds of change that swept through higher education for most of the last half of the twentieth century. Although the value for public service was maintained for faculty and staff, the service requirements for students gradually diminished to the level of a voluntary type expectation, instead of a codified requirement.

Recognizing the special history and character of the University as the Commonwealth's only Historically Black University, Dr. Mary Sias has made a commitment to service-learning and community engagement one of the clarion calls of her administration. While campus leaders and faculty have remained dedicated to the initial guiding premises of the Institution, that is to provide access, instruction, research and public service, commitment to this premise has taken on a new significance with the Commonwealth's emphasis on regional stewardship. This draft of the University's Infrastructure Plan attempts to convey the direction in which the plan is being developed.

We ask readers to be aware that the University is currently engaged in a revision of its five-year Strategic Plan. That document, to be completed in draft form by the end of April, 2007, will reflect a total integration of *stewardship* and

engagement priorities throughout the University. The new mission and vision statements, as well as strategic goals and priorities, areas of responsibility and performance expectations for engagement, will be outlined clearly in the new strategic plan.

Further, the mission and vision statements developed for the new Office of Regional Stewardship and Public Engagement will reflect the institution's re-dedication to a campus culture where the fundamental values of *Stewardship of Place* are clearly visible. We expect that the Regional Stewardship Infrastructure Plan will be completed within the next ninety days and full implementation of the plan is to be implemented within a one year timeframe, and accelerated whenever possible. Initial objectives of the plan are:

- △ identifying the talents, resources, and expertise that exist at Kentucky State University that can be utilized in developing and implementing the plan;
- △ ascertaining and understanding the needs of the community, region and the state, through a Regional Advisory Committee, as well as collecting independent research/environmental scanning data collected by various city, state and regional offices – to include demographic, social, health, education and economic levels, housing and employment needs – while remaining open to other needs that might surface;
- △ establishing and staffing a program of work focused on matching Kentucky State University resources with community needs;
- △ developing and maintaining a Stewardship Information Repository/Archives, Research and Service-Learning component;
- △ developing an assessment tool(s) to monitor and measure the ongoing success of the program.

As with the creation of most new initiatives, an effective stewardship program must retain the information that is essential to its long-term responsibilities, and it must be stored in a manner accessible to several audiences; the stewardship personnel, faculty and staff users, and the general public. Environmental scanning and maintenance of data is important to the future understanding of needs, challenges and opportunities that exist in the various communities the

University, by tradition, serves, as well as for the planning and evaluation of the initial structure.

Thus, the Stewardship Repository and Archives will be the mainstay of the information retention system. Its primary purpose is the support of the Stewardship Office, but some of its components can be made available to the public. The system developed will have a simple but effective electronic access component that will enable users to locate the necessary information and retrieve it quickly. The Research and Service-Learning Component will enable faculty, staff and students to design and implement projects that will focus on their engagement activities. This unit also will seek to inspire faculty, through departmental and faculty senate curriculum committees, to address ways to enhance student engagement with service-learning through their courses.

In summary, KSU's mission and vision statements and its strategic priorities will be more reflective of the significance of stewardship and engagement. With collaboration between community partners, the University community, other stakeholders and Regional Advisory Committee, KSU will apply resources, both intellectual and fiscal, in an effort to help meet regional needs. Consensus about focus areas will be the outcome of public and formal forums, as well as informal forums, as it relates to university and regional strategic priorities. This speaks to the essence of stewardship of place.

1. Programmatic Plan Narrative

a. Mission/Vision/Strategic Priorities

i. Beginning with the "State of the University Address" delivered by President Mary Sias, in January 2006, prominent attention was given to the "inclusion of regional stewardship" as a priority activity for the campus. This message has been mentioned repeatedly during every public meeting in which the President has addressed the faculty and student body for the past year. The July 28, 2006 KSU Report Card includes a substantive "Presidential Perspective on Stewardship of Place and Higher Education" (See Appendix A). It is also included in Dr. Sias's Fall semester 2006 "State of the University" address. That message was disseminated widely throughout the campus and to alumni and friends of the University by inclusion in the Fall edition of a campus publication, *Onward and Upward* (See Appendix B).

Secondly, on January 8, 2007, at the annual Spring Faculty and Staff Institute, Dr. Sias included a presentation on Regional Stewardship on the agenda. Presented by Dr. Anne Butler, the designated Regional Stewardship director, the objective of the session was threefold: 1) to provide a detailed overview of CPE's Regional Stewardship Program; 2) to discuss common terms, such as the difference between traditional views of service and the criteria and meaning of public engagement, in an effort to get everyone on the same page, conceptually and linguistically; 3) to provide information that describes the Infrastructure Plan Format for the Regional Stewardship Program, and the necessary revisions and action needed by each unit. (A printed copy of the power point presentation entitled "Kentucky State University-Regional Stewardship & YOU!" is included in Appendix C.)

This type of focus and training will continue as an important component of the President's Office. Other indications of the direction in which the President is spreading the message about stewardship is through the solicitation of wide campus input into the strategic planning process. For instance, one Task Force, designated to collect data on attrition, persistence and retention, as well as to make recommendations for Student Success, worked throughout the summer and fall 2006, and has recently completed their report and submitted it to the President. This Task Force was comprised of representatives of the various interest groups (i.e. Faculty, staff, students, community, etc.) all charged with assisting with the development of a plan for increasing persistence and retention, thereby increasing student success rates.

The President has made it clear to all groups on campus through meetings with the faculty, the staff, and the student leadership (Student Government Association) that stewardship of place, student engagement and service learning will be a priority for the university. Task Force Recommendations are being reviewed by the President and Cabinet, and will be absorbed into the Budget and Planning Processes for FY '08. That process is now underway and will be completed by the March 2007 Regent's Meeting.

The KSU Board of Regents is updated about Stewardship implementation, during quarterly meetings, and is supportive of this initiative. Communications by the President and the KSU Cabinet are taking place through frequent discussions with the faculty senate on a weekly basis,

conversations with the KSU Staff Council at its meetings, discussions with SGA officials and at student forums. Also, informal discussions are taking place with various interest groups in the community.

ii. **Vision.** The revised KSU Vision statement will focus on regional stewardship, developing a strong regional advisory committee, and on engagement activities/requirements within the region. A tentative draft of the new vision statement currently reads as follows:

KSU is committed to public engagement for purposes of increasing the educational and economic development of the communities it serves. Through development of a Regional Advisory Committee, and in consultation with University leadership, the University anticipates the following benefits of such efforts: a campus climate that envisions learning and teaching as a two-way process, and one that extends beyond the traditional paradigms of the campus physical and intellectual boundaries; a more engaged community (KSU) that leads sometimes, and facilitates in other instances, efforts to increase the educational, and economical capacity, as well as other areas of specified needs, within the communities it serves.

iii. **Mission.** The Kentucky State University Board of Regents, at its October 27, 2006, meeting adopted the following revised mission statement:

Kentucky State University, building on its legacy of achievement as a historically black, liberal arts, and 1890 land-grant University, affords access to and prepares a diverse student population of traditional and non-traditional students to compete in a multifaceted, ever-changing global society by providing student-centered learning while integrating teaching, research, and service through high-quality undergraduate and select graduate programs.

This mission statement was forwarded to the Council for Post-Secondary Education for review and subsequent approval. During a meeting on December 19, 2007 with CPE Administrators, it was brought to the

University's attention that the above proposed mission statement needs to incorporate a statement that reflects "public engagement with a subset of targeted needs identified by a representative regional group." This recommendation will be followed and a statement regarding regional stewardship and engagement will be reflected in a revision of the mission statement.

The revised mission statement will be posted on the University's website and will be included in all printed documents, including the catalogue, University policy manuals, student handbooks, and faculty and staff recruitment materials. In a similar manner, the mission statement of all units will incorporate regional stewardship and engagement in the respective units. While inclusion of the principles of regional stewardship can be included fairly quickly, it seems prudent in the over-all scheme to collect and use targeted information received as outcomes from the regional advisory committee, where appropriate, in five-year departmental plans.

In most cases, the mission and vision statements for departments, as well as re-appointment, promotion and tenure guidelines for faculty and evaluations for staff, will only need minor revisions to include an emphasis on engagement, community service and regional stewardship. One example is the following Land Grant and Cooperative Extension Program. This mission statement does not incorporate the terms "regional stewardship and engagement," but does communicate that the KSU Land Grant Program works to "resolve agricultural, educational, economic and social problems of the people of the Commonwealth, especially limited resource persons and families." Where new areas are identified by the Regional Advisory Committee, appropriate language will strengthen and clarify principles of regional stewardship and engagement to this mission statement, as well.

Mission Statement for Land Grant

Kentucky State University (KSU) is a public, comprehensive 1890 land-grant institution. The Land Grant Program (LGP) works to uphold the mission of the University through its commitment to research, service, and teaching in the food and agricultural sciences. The various programs of Land Grant are supported by federal and state funds. **The KSU Land Grant Program works to resolve agricultural, educational, economic,**

and social problems of the people of the Commonwealth of Kentucky, especially limited resource persons and families. Its three distinct areas are the Community Research Service (CRS), the Cooperative Extension Program (CEP), and Aquaculture Research Center (ARC). Each works to fulfill the requirements of the Morrill Act of 1890 under which Land-Grant programs, nationwide, were founded. The Land Grant Program, with the University and the Kentucky Council on Higher Education, has worked to establish a graduate program in Aquaculture, and continues to employ numerous students in various fields of agriculture. Under the leadership of a diversified staff, the Kentucky State University Land Grant Program continues to move forward in achieving its goals statewide, regionally, nationally, and internationally.

iii. We expect to accomplish the revision of the University's mission statement within ninety days, pending the return of the proposed mission statement from the Council, with any other recommendations called for. All other mission and vision statements will be revised before or by the end of the 2007 calendar year.

As stated earlier, a mission and vision statement for the Regional Stewardship and Public Engagement Office will be included in the Strategic Planning Document.

Strategic Priorities

b. Planning/Budgeting

I. Each cost center within the university is responsible for developing strategic priorities that support University priorities. In preparing budgets for the 2008 Fiscal Year, all units were instructed to include public engagement in their planning and budgeting, and budget hearings held by the administration for individual units will serve as a check-point for allocations. This might include a revision of departmental requests if substantive plans fail to include a focus on stewardship and engagement activities.

ii. The University's current budgeting process serves its needs well. The process includes development of budgets at the unit or cost center level, and moves through the Departmental Chairs Office to the Dean and Vice-Presidents to the President and Cabinet. Budget hearings are held and each Unit has an opportunity to present their budget requests and provide a justification.

Ultimately, the President and Cabinet decide priorities and the budget then moves to the board of regents for consideration and adoption. (Budget calendar is included in Appendix D.)

In prior budget years, stewardship incentives were not available. However, the 2008 Budget allows for \$30,000 allocated to the Regional Stewardship Office for development of small competitive grants to serve as incentives to work on engagement and stewardship projects. An additional \$20,000 is included to pay for adjunct time where faculty-release time is needed for the engagement activities. These funds become available July 1, 2007 or thereabout.

Finally, as an extension of its engagement activities, the University will be funding the development of a Reading and Math Summer program for Elkhorn Elementary School in Frankfort, and the Shelbyville Schools. These projects take place during the months of June and July 2007. The university will continuously monitor potential revenue sources as a means of acquiring funding that will enhance its capacity to achieve its strategic priorities and to meet community and regional needs.

C. Engagement Infrastructure

- i. The University's infrastructure is very supportive of public engagement activities. The majority of Land Grant Program initiatives are community oriented, and are developed based on needs identified by its various constituent groups. Most of the Land Grant initiatives are funded through federal dollars. In almost all cases, space and facilities services are provided. These include in-kind benefits of utilities, office furniture and equipment, maintenance and cleaning services. The University regularly grants release time to faculty and staff to support their participation in grant funded-programs that foster community engagement, as well as other grants such as applied or basic research grants that require collaboration with other partners. This is usually achieved through the reduction of teaching loads with adjunct replacement as necessary.

As indicated earlier, the University has designated a person in-house to spearhead the implementation of the Regional Stewardship and Public Engagement Office. This will become a full-time position upon receipt of the first installment of Stewardship funds. Organizationally, the position is at an Associate Provost level, and is housed in Academic Affairs with a reporting line to the Provost. The position will also work closely with the President and the Cabinet, meeting twice a month, initially, with the Cabinet, on an on-going basis on a monthly basis to

update the Cabinet. Pending funding, a priority activity of the Regional Stewardship Director will be to work expeditiously with deans, chairs, the faculty senate and other campus leaders to insure that all campus by-laws, policies and standard operating system manuals specify requisite goals, criteria, standards and performance measures relative to regional stewardship and engagement. This will include reappointment, tenure and promotion policies, as well as recruitment materials. It is anticipated that this process will be completed by the end of the 2007 calendar year.

It is anticipated further that a Regional Advisory Committee will be appointed and have convened their first meeting by June 15, 2007. An orientation to Regional Stewardship Principles will be the agenda for the first meeting. Following that meeting, a schedule of Community Forums will be conducted throughout the remainder of the summer, and on a continuing, consensus-based schedule. These meetings will be used to gather public sentiment and priority concerns and needs about potential and/or real threats to positive quality of life indicators in the traditional service county areas, such as education, employment, housing, health, economic development, growth and development or other areas of concern that may arise.

The University offers strong, well-established programs directly dedicated to community engagement. In addition to Cooperative Extension, our Land Grant Program also houses and directs the Office of Community Outreach, which develops and implements the university's service-learning activities. (See organizational chart, Appendix E.)

Additionally, KSU will continue to identify and address needs of the larger and historical community to which it was founded to serve. The objective is to conduct environmental scanning, to gather information about the communities, threats, challenges, aspirations, needs and plans for their futures, and to work collaboratively with community stakeholders, including other state and regional agencies and universities when appropriate, in solving problems, and developing capacity leading to increased educational and employment opportunities, between and among the university and constituent groups within the region. As a part of the Strategic Planning Process, the University is reviewing all areas within the University with outreach and engagement functions and resources that may be subsumed under the Regional Stewardship Umbrella. Where feasible other programs or centers will be developed to

The Cooperative Extension and Land Grant Programs offer many engagement activities that are in sync with the Commonwealth's goals for Regional Stewardship. What follows is an example of a recent engagement activity:

As an employee in the Cooperative Extension Program, Gae Broadwater has worked with the Chamber of Commerce in Henry County on various activities for the past three years. On January 25, 2007, KSU, the Henry County Chamber of Commerce and the Henry County Extension Service coordinated and conducted a community forum on workforce development. The forum design and facilitation process were provided by the Southern Growth Policy Board (SGPB). Using the SGPB research-based materials, Ms. Broadwater facilitated a roundtable discussion with 17 members of the community that represented the school system, financial institutions, manufacturing, agriculture, fast food industry, civic organizations and the local leadership group.

As a result of the group's 2-hour deliberation, the business community and school system committed to working closely together to help prepare students for life after high school. Additionally, they formed a new workforce working group within the Chamber that will meet regularly to discuss issues and matters related to employing local people.

On Friday, February 2, 2007, Ms. Broadwater replicated the forum on the KSU campus with the Franklin County Chamber and members of the same segments within the community. This forum provides an opportunity for people from diverse areas to engage with each other in ways that had not happened before. These are on-going activities of KSU's Roundtable on Entrepreneurship.

In addition to being the campus's Distinguished Program, the Cooperative Extension and Land Grant Programs provide an ideal blueprint for assisting other parts of the University to set and meet goals for community engagement. Their expertise and guidance will be sought as the University moves forward with full implementation of its Regional Stewardship and Public Engagement mission. (A full range of Land Grant and Extension Public Service and Engagement Activities are available on KSU's website.)

Kentucky State University's Office of Educational Outreach strives to reach, teach and inspire members of the Franklin County Community about the value of community and service learning. This office takes the lead-role in matching KSU students with service-learning activities within the community. Each student, as a part of the semester-long Freshman Orientation class is required to

put in 10 hours of community service. The Office included After-School Tutorial Programs for public school students, Summer Youth Enrichment Programs, a Summer Transportation Institute, each of which has been developed in context with leaders of community and state agencies. Civic organizations, such as Big Brothers and Big Sisters and approximately 18 other organizations, including the Frankfort Soup Kitchen, Red Cross, YMCA, King's Center, Walter Todd Community Center, Habitat for Humanity, United Way, Junior Achievement of the Bluegrass, Elkhorn Elementary School, Downtown Frankfort, and Salvation Army, have long been collaborative partners with KSU.

Another center with a strong outreach and engagement component is Kentucky State University's Center of Excellence for the Study of Kentucky African Americans (CESKAA). CESKAA, now in its eleventh year of operation, is the major repository for the collection of books, records, and artifacts relative to the history and status of African American citizens of the Commonwealth and elsewhere. The university makes such materials available to the community and students for study and scholarly research. Moreover, CESKAA assists faculty and teachers in public schools in need of Multicultural materials, researchers, journalists and authors with research requests.

CESKAA has a strong outreach program and provides consultation across the state to groups seeking to preserve significant historical sites associated with African American heritage. Its focus on "Stewardship of Place," from an historic preservation perspective, is consistent with the goals outlined in the Kentucky Heritage Council State Plan for Historic Preservation. This plan promotes the blending of historic preservation principles and smart growth. Further, it promotes the practice of educating all Kentuckians about the significance of the state's historic properties and resources. On a routine basis, CESKAA works closely with staff of the Kentucky Heritage Council, the Kentucky History Center, the Kentucky Preservation Review Board, the Kentucky African American Heritage Commission and the Kentucky Tourism Cabinet, to name a few partners. Further, CESKAA is called upon frequently for assistance by local historical societies and community groups, along with individuals across the state.

During each of the past two-years, CESKAA has received 2 major grants for historic preservation of campus buildings through the U.S. Department of Interior – National Parks Services, in the amount of \$400,000 (conservation of Jackson Hall- '05) and rehabilitation and preservation of the Kentucky Normal and Industrial Institute (KNII- one of KSU's former names; \$287,000 – '06)

Springhouse. The KNII facility was one that provided water for the main campus prior to the 1920's. CESKAA, with its focus on the preservation of cultural resources provides unique service-learning experiences for KSU students. These include an archaeological dig, as well as research and preservation of documents.

With its strong repository of information, this Center will be a vital part of maintaining a research repository for the Stewardship of Place functions. Additionally, CESKAA is involved with the Integrative Studies Curriculum Revision Project included under section f., Learning Environment, of this plan.

ii. Describe how your university's engagement infrastructure will change with implementation of the regional stewardship program.

The Regional Stewardship and Public Engagement Office: Initially, the Office will have a full-time director, archivist, and administrative assistant. When fully operational, a Program Liaison Officer may be employed full-time as well. It is envisioned that a couple of faculty members will be hired on a part-time release basis, after the first year: one to work with furthering stewardship engagement within the University Community, and one to assist with the external communities. Students will be employed to work in this office as well.

The Regional Stewardship Director is charged with serving as a liaison with directors of all service units, deans and their faculties, regarding the necessary steps for full implementation of stewardship and engagement activities. Further, the director will meet, initially, twice a month with the President and her Cabinet to keep open lines of communication (share information about progress, challenges and opportunities relative to regional stewardship) at the forefront of campus priorities.

d. Recruitment/Professional Development

Currently, it is expected that administrative leaders, faculty, and staff will provide service that reflects KSU's commitment to public engagement. Traditionally, the advertisements for administrative and faculty positions have not specifically called for a commitment to service and engagement, but that is normally brought up in interviews. The administration will direct and assign specific responsibility for ensuring that requirements of public engagement are stipulated in all recruitment materials, position descriptions, personnel

performance evaluations, and professional development activities. These changes will be implemented as expeditiously as possible.

The Stewardship Director and the Campus Stewardship Committee will work with the Office of Human Resources, Deans and Department heads, as well as all other areas of the University to ensure that all recruitment materials reflect the University's commitment to Stewardship and Public Engagement. Currently this information is not posted. All position announcements will reflect the expectation for stewardship, community service and engagement. This information will be included as well in promotion and tenure policies. Discussions have started with the Professional Concerns Committee of the Faculty Senate and will continue with an expected revision of those documents in place by the end of the fall 2007 semester.

e. Incentive/Reward System

i., ii., iii. While small incentives, such as release time from teaching are available for faculty acquiring grants, and a cash award is made to the faculty member selected as the distinguished professor for the year, substantial work needs to be done in this area. These changes will need to be worked out with the President's Cabinet, Faculty Senate and other Administrative leaders. It is anticipated that a plan will be in place by the start of the Fall 2007 semester.

KSU accommodates release time for faculty under the following conditions: The activity is within the scope of the university stewardship of place plan as approved by CPE; a demonstrated benefit to KSU students/the community is presented; no KSU classes are altered because of the release time; and funding is not a problem for an adjunct or replacement faculty person as a replacement. As the Regional Stewardship and Public Engagement plan is implemented and matures, funding will be included in the budget to cover and anticipate the need for release time. The university recognizes that the fiscal impact of faculty release time may be an issue going forward. Because this is an important component of program that is valued by the university and the Council on Postsecondary Education, the impact of public engagement activities on faculty release time will be monitored closely. It will be at the top of the list of budgetary items that need to be funded at the university goes through its annual budget process.

Incentive programs that encourage civic engagement activity are already a part of the institution's policies. An annual performance review of the Deans,

Director of Land Grant, and Director of Graduate Studies is conducted by the Provost/Vice President for Academic Affairs. The review covers the goals of the Deans and Directors, some of which reflect on stewardship of place priorities. Non-academic units also conduct performance reviews. Part of the criteria for tenure and promotion is demonstrated evidence of public service. The administration will take an amendment of the Board of Regents to change the tenure and promotion policy relating to tenure and promotion to include civic engagement. Currently there is a moratorium on tenure at Kentucky State pending a review of the process by the Board of Regents. The board is aware of the need to emphasize the importance of faculty participation in civic engagement activities involving the university. That importance will be seen in explicit language in the policy coming from the Board.

Deans, Chairs, Faculty, and Staff are rewarded according to the outcome of their respective performance evaluations. The Administration will ensure that all systems of evaluation contain public engagement criteria as a component of performance. If or when fiscally possible, the university will increase the monetary offerings to faculty and staff for outstanding service.

Starting with position announcements for summer and fall 2007, recruitment materials for faculty position will include public service and engagement as a criterion.

Performance Evaluations

The university envisions that each evaluation will look at the scope of effort that the employee being evaluated has put forth, and the value that the effort brought to the overall success of the activity. University employees have advance notice of what is expected of them through (written) goals and objectives set with their supervisors.

Ongoing professional development activities will be offered for faculty and students, in addition to activities planned for the Regional Advisory Committee. These may be in the form of lectures and workshops, as well as through departmental and faculty meetings.

e. Learning Environment

Incremental steps are being taken to strengthen the University's commitment to service learning. For the past several semesters, service learning has been a requirement for the freshmen orientation class. Effective Fall 2006, a 3-hr

freshmen orientation class was required for each new freshmen. The course is based on the *Master Student* curriculum and includes a requirement of 10 hours of service-learning activities for each student.

Curriculum Revisions and Service-Learning

The Integrative Studies Program, the centerpiece of KSU's liberal studies/general education program, is a 12 semester-hour block of interdisciplinary courses, required of virtually all students seeking the baccalaureate degree and organized chronologically, beginning with the ancient world and ending with modern times. Readings are drawn from a wide array of primary sources in literature, philosophy, history, political theory, history of science and other humanities fields. In the spring 2006 semester, a committee was formed by the Integrative Studies Program Steering Committee, the program's oversight committee, to review and propose revisions to the IGS curriculum. That committee committed itself to seek funds to support activities that would provide support for the curriculum review and revision efforts. We have been successful in securing a grant for this project from the National Endowment of the Humanities. Dr. Anne Butler, the designated stewardship director, is a member of the IGS Steering Committee. The focus of the curriculum revision will now include adapting service-learning within the core classes.

Training for the Intergrative Studies Project will take place between March and the end of May 2007. This will allow faculty opportunities to revise their curriculums in time for the fall 2007 Semester. Incentives are being provided faculty that participate in this curriculum revision project. (A summary of the Curriculum Revision initial proposal is included in Appendix F.)

Additionally, some professors, apart from freshman orientation, offer the opportunity for credit to students who perform community service projects. The university encourages all student clubs, fraternities, sororities, and other student groups to engage in public service projects. The administration has and continues to urge the faculty senate to adopt a policy that will further incorporate community service civic engagement in course curricula. Many students elect to participate in Internship Programs offered through various departments within the University. These are students who recognize and understand the benefits of being able to place an internship experience on their resumes or graduate school applications.

The University has just hired a new long-term interim Provost (for two and a half years). This individual is very familiar with requirements of the Regional

Stewardship Initiative and will be quite helpful in guiding Kentucky State's faculty to integrate public engagement activities and service-learning in their syllabi.

Additionally, the administration envisions that each student, as part of the senior exit-exam, will be required to submit a paper on their civic engagement and community service activities while at the university. This paper will likely include a description of the activity, the purpose, what was learned, and more importantly what the value was to both the community and the student. Submission of the paper will be a requirement for graduation. The paper will also be utilized as part of the university's efforts to assess learning outcomes – which are part of Southern Association of Colleges accreditation requirements.

The Office of Community Outreach works with all of these students to connect them with service-learning projects. Ongoing projects involve activities with several community groups, including:

- Big Brother/Big Sister Mentoring Project at Elkhorn Elementary School
- Frankfort Soup Kitchen
- The King's Center After-School Tutoring
- Salvation Army Food Baskets
- Habitat for Humanity

g. Information/Reporting Systems

Systems and mechanisms for collecting, analyzing, and reporting data reside within various components of the university as appropriate for ensuring compliance with internal and external entities. Primary responsibility for data collecting and reporting resides with the Office of Institutional Research and Effectiveness. The office will be responsible for any system development needed to document and account for civic engagement activities.

The Regional Institute for Civic Engagement will utilize the services of the Institutional Research and Effectiveness Office. This office will design the data collection and reporting systems utilized to account for the impact of the university's civic engagement programs. It is anticipated that this office will develop survey instruments that will help gauge the position of the community on a number of issues relative to improvements to the community. The

compilation and the analysis of the results of these surveys will be done by the Office for Institutional Research and Effectiveness. This office will assist the Office of Regional Stewardship and Public Engagement with the interpretation of the analysis, as a tool for the Regional Advisory Committee.

The University will monitor the effectiveness of the activities of the civic engagement activities utilizing several indicators. Recognizing the fact that most efforts of this type will not show immediate results, the university will first look to university and community officials for their assessment of how these activities are evolving. The university will seek comments on a periodic basis from leaders and members of the community through solicitations – letters and advertisements through new media. The second indicator will be developed from the activities in the regional stewardship plan. It is the universities plan to develop performance indicators specific to each activity, which will allow the university to measure the progress and effectiveness. A report will be developed on an annual basis, taking these performance indicators for each activity and gauging the progress. Public comments will also be included that have come from the solicitations talked about earlier in this section.

h. Campus/Community Interaction

Kentucky State University is viewed as an important entity in the Frankfort community and its service area. As such, the university has institutionalized its presence through active membership on various community boards and organizations. Through these relationships, the university provides resources and facilities that assist these various groups to achieve their service goals.

The university has several planning and advisory groups associated with its programs. These and other groups have participated in the processes used to select key university leaders. They have also been involved in past university planning endeavors.

Regional Advisory Committee

The committee membership selection will be handled utilizing several approaches. A pool of potential members will come from the following recruitment efforts: Suggestions from community leaders, and potential members that are known to the university based on previous and current associations with the community. The selection of the regional advisory committee membership from the assembled pool will be based on acquiring a

representative body of the community that possess the following: The ability to sincerely consider the ideas of other members of the committee; the willingness to participate in and contribute to the success of the committee; and commitment to support the consensus recommendations of the committee. As noted earlier, university officials have developed relationships with many members of the community through associations with community groups, civic committees, and other community bodies. Those associations include membership on the Frankfort-Franklin Chamber of Commerce, Frankfort-Franklin County Planning and Zoning Update committee, Thorn Hill Community Education Center, partnerships with regional school districts, and the various civic organizations.

Financial Information

a. Proposed Budget

<u>Category</u>	<u>FY 2006-2007</u>	<u>FY 2007-2008</u>
Personnel	165,000	165,000
Operating	35,000	35,000
IncentiveGrants*	30,000	30,000
Funds/adjuncts *	<u>20,000</u>	<u>20,000</u>
Total	250,000	250,000

* University funds

b. Budget Narrative

The Regional Institute for Civic Engagement's mission of ensuring full integration of stewardship responsibility throughout the university will require sufficient staff that possesses a broad set of skills. The proposed budget above will support two positions. Operating funds will be utilized to support the plans of the regional advisory council and to engage communities in programs and activities.

APPENDIX: A

KSU REPORT CARD PRESIDENTIAL PERSPECTIVE STEWARDSHIP OF PLACE AND HIGHER EDUCATION-FROM THE CLASSROOM TO THE STREETS



KSU Report Card

President's Report To The
Kentucky State University Board Of Regents

JULY 28, 2006

PRESIDENTIAL PERSPECTIVE

Stewardship of Place and Higher Education – From the Classroom to the Streets

One of the most important responsibilities of higher education is to grow the next generation of leaders. Our students of today must be prepared tomorrow to help stabilize and lead our communities as well as lead this country and the world. It is not enough for a university to enroll and educate bright students in the sciences, mathematics and literature. Universities must also actively engage their minds and bodies; students must be introduced to volunteerism and civic stewardship so that they understand what it means to give back to the community and to help the community survive. Today's students must be evaluated on not only their ability to be good students, but also on their promise to become leaders and help their respective communities fulfill their promise.

One of the best feelings in the world is to sit on stage as students march across to accept their degrees. So much growing has taken place in four to five years. The students entered our doors needing a lot of assistance. We work hard in the four to five years we have them to ensure that when they leave us, we are not just graduating students of high intellectual achievement; but we have also taught them, and they must have learned, to develop excellent leadership skills as well as a commitment to fully participate as citizens of the community and the world in which they live.

Alfred North Whitehead said that it is higher education's responsibility to create the future. That means that universities cannot simply provide classroom learning. They must provide students with exposure to extracurricular activities and projects that will help equip them with both the experience and the confidence they need to succeed as leaders in every aspect of society.

One would think that civic engagement/stewardship of place might just be the purview of elite private universities. Nothing could be further from the truth. At The University of Texas at Dallas, where I worked for almost 10 years before coming to Kentucky, students were regularly involved in service learning projects; and the university took it upon itself to help provide opportunities for faculty and students to work on community issues.

When I arrived in Kentucky to assume the presidency of Kentucky State University, I also found civic stewardship present. Through the university's actions, the teachings of its faculty and the work of its students, I found a university working to become better connected with the community.

Our students are involved with helping international students learn English. Other students and faculty help build houses for families living in substandard facilities close to the campus. Yet still others help adults learn to read or children to do math. They work with the American Democracy project or with young entrepreneurs. They do this because they recognize that their actions make our community stronger. As administrators and faculty, we have recognized that we cannot afford to educate a generation that acquires knowledge without an understanding of how that knowledge can benefit society.

The term "stewardship of place" has taken on new meaning for me, because who better can be responsible for change than the university which resides in the community? Our faculty

and students must learn to work even harder to create strategies that allow the institution to communicate with the community. This has to be a part of the goals of every department and college within the university. Universities inherit the geography and populations around them. If we become engaged, however, we get to create the entrepreneurial culture, the networks and the talented people who occupy the space next to us.

Civic engagement must be strategic and must be sustained. Stewardship of place cannot be accidental, but rather the result of both strategic and sustained civic engagement.

The pillars of public universities are teaching, research and service. I would say that service is central or at least as important as the other two elements. When the student moves from the classroom out into the community, lifelong learning begins. Students find themselves at the center of important decision making. The skills they learn allow them to become highly educated individuals who return to campus understanding new dynamics of collective learning.

Universities are often thought to be ivory towers with teaching, research and service as their foundation. In stewardship of place, the three core pillars are learning, engagement and innovation. This creates entrepreneurs, innovative thinking and communities that are better able to retain their sense of community and to help its citizens better serve the common good.

One of the most complex challenges a president of a university faces is how to find ways to engage the faculty, staff, and students to go forward and take on the challenges of our communities and the society in which we live. Presidential leadership is essential but not enough. Regents, faculty, staff, and students must all come together to help design and direct how KSU must become even more involved in our community.

Civic engagement and social responsibility are hard to separate. As a country, we cannot afford to educate a generation that acquires knowledge without ever understanding how that knowledge can benefit society or how they can use their knowledge to effect change. We must teach skills and provide opportunities for our students to put into practice the book learning they have received.

My maternal grandmother grew up on a farm and

lived there her entire life. Once when I visited her, I was looking through the window when I saw her beckoning me to come outside. When I went outside, I found her churning butter, reaching into her apron to feed the baby chickens and using a big tree limb to move her quilts around as she tried to clean them. In a low, soft voice she asked me why I had not come out to help. I knew that I should have, but I didn't. I looked at her instead and said, "No one told me what to do." At that moment, my grandmother reminded me that no one had to ask me to help. Big Mama looked at me and said, "Never wait to be asked. Just assign yourself to whatever task and wherever you are needed." She knew then what researchers later learned. Wherever you are, do what you can to make it a better place.

Community partnerships improve the quality of community life and the quality of education we provide. From those partnerships and engagements come new solutions and new ways to see the world. Indeed, KSU will become an engaged university where the administrative and academic leadership are *both* at the forefront and supportive of stewardship of place.

If we face any challenge in this century and beyond, it is to provide a campus environment conducive to providing the quality of stewardship necessary to sustain our society. As institutions of higher education, and as a body of people, we must be committed to finding the right balance between stewardship of place and our mission to educate. We must be prepared to act as agents of change. That means we can and must be partners with the community.

While it is important that we prepare our students for the work place, we must also be deeply concerned about the world beyond the work place. We are challenged to educate the leaders of tomorrow and to connect those leaders with the world of today.

As long as there are hungry children, homeless families, and teen pregnancy, our students must be prepared for the realities of the world and must come up with solutions to help solve problems.



Institutional Goals And Strategic Areas Of Emphasis

Strategic Enrollment Plan

Enrollment Management is utilizing a \$25,000 consulting services grant from the Cambridge Academic Group to: (1) provide a crucial analysis of KSU's current admissions-retention-graduation processes and administrative flow, and (2) assist in designing a more efficient and effective flow and respective process mapping. Enrollment Management has identified our markets and remains actively engaged in the following pursuits:

- Examination of current scholarship/financial aid practices and guiding principles and the establishment of strategies that will maximize financial assistance to new and continuing students.
- Personalization of the admissions and recruitment process to involve faculty, staff and students.
- Development of a comprehensive alumni volunteer program to assist in recruiting students in targeted areas.
- Development of a comprehensive communications plan for the guidance counselor community to increase counselors' knowledge of the admissions/financial aid process and services offered by the university.
- Development of a master recruitment calendar that utilizes campus and community events in support of recruitment efforts.
- Development of a recruitment plan to increase the number of transfer students.
- Development of strategies for significantly increasing the international student population within the next five years.
- Increasing resources and assistance for the development of promotional materials for all academic programs.
- Piloting, expanding, and replicating a program to provide students identified as at risk with appropriate support to ensure their collegiate success.

Enrollment growth

- Staff has been involved in determining university key indicators as defined by the Kentucky Council on Postsecondary Education for KSU.
- Enrollment strategies and goals have been developed to address the Kentucky model for increasing the number of bachelor's degree holders to equal the national average by 2020.
- Achievement of the projected enrollment growth will be determined after the fall census date. The total number of applications received as of June 30, 2006, is listed to the right, along with comparison application numbers from 2005, 2004 and 2003.

Improved retention

- 59.3 percent retention in Fall 2005.

Improved advising

- KSU is in the process of building learning communities. All students have been assigned advisers in their colleges.

Increase graduation rates

- 32 percent graduation rate in Fall 2005.
- KSU has a certification program in Public Administration.

STUDENT ¹ SUCCESS AND ENROLLMENT

*Create an enriching
educational environment that
will sustain enrollment growth
and improve student success*

Comparable Dates	Applications Received
June 30, 2006	5,915
July 1, 2005	5,686
July 2, 2004	2,307
July 3, 2003	2,094

Meet goals of Kentucky Plan for Diversity and Accountability

- KSU has met all seven goals for which it is currently responsible:
 - Enrollment of Kentucky resident African Americans
 - Retention of Kentucky resident African Americans as first-year students (fall semester to fall semester)
 - Retention of Kentucky resident African American student total undergraduate
 - Baccalaureate degrees awarded to Kentucky resident African Americans (this has been changed to the six-year graduation rate)
 - Enrollment of African Americans in graduate school (this does not apply to KSU)
 - Employment of African Americans in executive administrative/managerial positions
 - Employment of African Americans as faculty
 - Employment of African Americans in professional non-faculty positions

2 ACADEMIC PROGRAMS, RESEARCH AND RESOURCES

Develop and promote academic programs and an environment conducive to faculty retention and success as well as student satisfaction

Increased learning experiences outside the classroom

- Ten KSU students attended the Thurgood Marshall Scholarship Fund's Leadership Institute and Recruitment Conference, November 4-7, 2005, New York City. The central theme was "Navigating the Course of Your Future." Students attended professional development seminars and interviewed for jobs and internships with approximately 40 companies at the career fair. One student was offered a position, one was called back for a second interview and one was selected as an intern with Nike.
- A number of summer programs were offered, including Students in Free Enterprise (SIFE), Land Grant's Research and Extension Apprenticeship Program (REAP), Teams Enhancing Access for Minorities in Sciences (TEAMS) and the Transportation Institute.
- KSU students competed again in the Honda Campus All-Star Challenge tournament, an annual academic competition in which 64 teams from historically black colleges and universities compete for up to \$50,000 in grant monies. A team of seven KSU students placed third last fall in the Horner Invitational Challenge at Harris Stowe State University and advanced to the national championship March 31 - April 4 in Orlando, Florida.
- Fifteen students participated in study abroad opportunities:
 - Three students received grant-in-aid awards (\$3,000) through the Cooperative Center for Study Abroad to study in London and Dublin, December 26, 2005-January 8, 2006.
 - Two students received grant-in-aid awards (\$5,435) through the following programs: Cooperative Center for Study Abroad to study in Ireland, July 10-25, 2006; and the Kentucky Institute for International Studies to study in Salzburg, Austria, May 29-July 1, 2006.
 - Ten students participated in the March of Remembrance and Hope: A Student's Leadership Program and Mission to Poland, May 22-29, 2006. Each student was awarded a \$2,450 scholarship.

Increased compensation of faculty and staff

- All staff and faculty were brought up to market rates.
- Reengineering performance system and tying performance to merit is next step to ensure system is maintained.

New academic program offerings

- Expect approval of special education master's program from the Kentucky Education Professional Standards Board by August 2006. KSU responded to queries about and also expects approval of the proposed program from the Commission on Colleges of the Southern Association of Colleges and Schools.
- Proposal for the journalism program will be submitted to the Faculty Senate in the fall for approval and to the Kentucky Council on Postsecondary Education.

April 18, 2006

Dear Dr. Sias:

I would like to take this opportunity to express my family's feelings for Kentucky State University. First, I must say that KSU is a great and wonderful institution of higher learning, second to none. Our daughter Marnika Buchanan will be receiving a degree in education on May 14, 2006. I must inform you that during her four years at KSU we've watched her grow into a very confident, educated and mature young woman. The love, support and nurturing that she's received is phenomenal. We as a family could never thank the KSU family enough for all the positive experiences that Marnika and we as her parents have encountered during our association with KSU. Since Marnika will be the first member of our immediate family to graduate from college, my wife and I are self-proclaimed honorary members of the KSU alumni.

It all started in April 2002 with a very fine young man (Brian Gipson) who worked in admissions and convinced us that this was the perfect university for our daughter. Ever since that day it has truly been a wonderful love affair. The fact that Marnika was mentored by educators such as Dr. Lucian Yates (Education Department Chairman), Dr. Patricia Higgins, Dr. Alvin Hickey, you, Dr. Sias, and so many others is truly a blessing! You all take the time to make sure all young people that attend KSU are successful, which does not happen at all colleges and universities. I only wish I would have attended a Historically Black College. I have no doubt that I would have completed my course of study and graduated. The HBCU experience is truly unique, very positive, enlightening and most of all builds character. My wife and I saw firsthand the fruits of KSU's labor when we sat in and observed Marnika student teaching at Elkhorn Elementary and left there very impressed. I know that because of the education and nurturing that our daughter received from the KSU family, she will work diligently to educate our young people and represent Kentucky State University extremely well in our society.

If there is anything that we can do as a family for KSU, please do not hesitate to contact us.

Sincerely,
Mr. and Mrs. Michael Buchanan

Measurement of recent graduate and alumni programmatic satisfaction *

- Exit survey of graduating seniors: programmatic satisfaction survey instrument was completed.
- Survey of recent alumni: Programmatic satisfaction survey instrument is being developed.

Continued research/grant emphasis *

- Grant/research submissions increased by 9.4 percent, and funding increased by 16.6 percent.

Focus on/improve student activities, programs and campus safety *

- During Student Life's Annual Welcome Week Extravaganza in August, students complete a survey that is used to identify the types of events/programs they would like to see at KSU:
The Student Life Center for Holistic Development and Programming offered new programs and activities during the 2005-2006 academic year, including the following: Sexual Awareness Week, Smart Start program for freshmen, freshman/senior social to promote mentoring, HBCU Showcase in Louisville, plays, trips to the Underground Railroad/Freedom Center in Cincinnati and Muhammad Ali Center in Louisville, Dallas Black Dance Theatre performance, speakers series, spirit competitions, cookout with President Sias, adopting a family at Christmas, mentoring program with Frankfort High School, free movie nights, KSU's Next Top Model, Lexington Legends baseball games and Hurricane Katrina Benefit Concert. Sorority and fraternity community service activities included working with the Special Olympics, participating in the Frankfort Folk Life Festival, donating more than 600 items to children in New Orleans and working the Learning Fair at the PUSH Early Childhood Development Center as well as Peaks Mill Elementary and coaching the Franklin County High School step team.
- Campus Police activities for ensuring campus safety:
 - Presented safety and crime information to students and parents during New Student Orientation Week.
 - Assisted in planning a self-defense class sponsored by Delta Sigma Theta Sorority.
 - Made presentations to First Year Experience classes regarding safety.
 - Initiated a plan for the implementation of a campus-wide emergency call box system.
 - Implemented public safety awareness seminar program in conjunction with Frankfort 911 Emergency Communications Center.
 - Posted campus safety evacuation plans in buildings.

3 INFORMATION TECHNOLOGY

Improve the technological infrastructure of the campus through the deployment of innovative processes and improved access

Development of comprehensive technology plan *

- Developed draft of comprehensive technology plan.
 - All current equipment assessed.
 - Network security assessed.
 - Phase I of plan implementation started.
 - Academic Services Building Cyber Café established.
 - Student Center Cyber Café planned for Fall 2006.
 - Hathaway Cyber Café planned for Fall 2006.
 - Placement of mini labs in each residence hall planned for Fall 2006.
 - SPSS purchased.
 - E-mail updated.
 - Budget module deployed.

Training of faculty and staff in use of new technology

- 50.8 percent of faculty and staff received e-mail training.
- 61.2 percent of faculty and staff received Blackboard training.
- IT is conducting application software training classes.
- Purchasing Dell Learning System – pending purchasing authorization.

Updating equipment; producing cost savings

- 91 percent VoIP implementation.
- 30 percent of computers needing replacing were replaced. Completing inventory of service dates to establish replacement schedule.
- IT and External Relations metrics are being formatted for review before launching the President's Flight pilot program.

4 PARTNERSHIPS, COLLABORATIONS AND ENTERPRISE DEVELOPMENT

Development of strategic alliances and partnerships that contribute to students' educational development as well as the economic resource development of the university and the region around it

Articulation agreements established with community colleges and program agreements with UK and UL

- KSU has a total of 23 articulation agreements with community colleges and universities in Kentucky: University of Kentucky, University of Louisville, Jefferson Community and Technical College, Maysville Community and Technical College, and Bluegrass Community and Technical College (19).
- Transfer scholarships are being offered for Fall 2006 students.

Partnerships formed with governmental agencies and others

- Formed partnership with the Kentucky Personnel Cabinet's Office for Employee and Organizational Development to provide CPM training.

Focus on Business Enterprise Plan

- Hired Director of Auxiliary and Business Services.
- Copier center was launched during Phase I of plan. Currently in Phase II, the university is replacing outdated machines with machines that consolidate copy, fax and scan capabilities.

STEWARDSHIP OF PLACE

5

Develop new strategy for effective community service through expanded community outreach with a strategic emphasis

Programmatic review of community service area

- The General Assembly funded stewardship of place programs. The Council on Postsecondary Education will be corresponding to the universities as to the amounts that will be passed to each postsecondary institution.

Reaffirm/expand institutional investment in community

- Community support included sponsorship of events hosted by the United Way, Kiwanis Club, Frankfort YMCA, Phi Beta Sigma Fraternity, Urban League of Lexington, Frankfort-Franklin County NAACP, Kentucky Historical Society, Louisville Branch of the NAACP Freedom Fund, Frankfort Area Swim Team, Frankfort Area Chamber of Commerce, Blue Grass Council of the Boy Scouts of America, Newburg Community of Louisville and Bryan Station School in Lexington.

Strategic planning undertaken *

- Template for strategic planning process developed and structure for strategic planning committee designed. Compilation of names for committee has begun.

Increased institutional philanthropic support

- Total amount raised in fiscal year 2005-2006 – \$400,001.68
 - Number of donors – 643
 - Average Gift – \$622
 - Largest Gift – \$17,300
- Annual Alumni Campaign
 - Total amount raised – \$20,433.55
 - Number of donors – 136
- B.R.E.D.S. Campus Campaign
 - Total amount raised – \$33,686
 - Number of donors – 102

Improved legislative support

House Bill 380 (Appropriations Act)

KSU items included in the budget

- Renovation of Hathaway Hall - \$4.9 million
- Library resource support - \$500,000 each year
- Additional base funding - \$833,700 in FY 2007-08 - for retention and developmental programs

University compliance efforts expanded (Improved university compliance) *

- Faculty tenure policies are under review. New faculty orientation in Fall 2006 will ensure understanding of administrative policies and regulations.

INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS

6

Improve effectiveness, efficiency, and the accountability of programs and institutional processes

- Updated administrative regulations on cell phones, credit card usage, petty cash, change funds and travel guidelines.
- Consultant assessment and work plan implemented to address policies and procedures availability and compliance using technology.
- Sexual harassment and performance evaluation training completed.
- Staff handbook reviewed and revisions proposed. Projected print date: July 30, 2006.

Improved marketing and communications

- Publications (artwork and printed pieces)
 - Solicitation packages produced – 23
 - Pieces produced for university events – 105
 - Communication pieces - 24
 - Onward & Upward – 1
 - From The President's Desk – 3
 - President's Report Card to the Board – 2
 - Bulletins to the Board – 2
 - Other communication pieces – 15
 - Marketing pieces produced – 62
 - Pieces for general university operations – 42
 - Business cards produced – 207
- Land Grant, community and campus community projects and events supported by design work and support materials – 34
- Electronic message board messages – 152
- Marketing efforts included advertisements in publications:
 - Franklin County High School sponsorship of posters and athletics cards
 - Courier Journal College and Career Expo Guide
 - Frankfort Chamber of Commerce annual publication in the State Journal
 - Bakeman Leadership Institute Booklet
 - College issues of Kentucky Living
 - Kentucky Monthly Magazine
 - Lane Report's "Your Future After High School in Kentucky"
 - Frankfort College Fair Tab
 - Billboards featuring KSU in two Frankfort locations

SACS accreditation/QEP processes

- Academic Affairs has reviewed all faculty credentials and all course syllabi.
- Plan to offer new faculty orientation regarding university academic procedures and policies.

PERFORMANCE LEGEND: ● = BEST ● = SATISFACTORY ● = GOOD ● = NEEDS IMPROVEMENT



KSU Report Card

President's Report To The
Kentucky State University Board Of Regents

JULY 28, 2006

Mary Evans Sias, Ph.D.
President

APPENDIX: B

ONWARD AND UPWARD

President Sias Addresses State Of The University



President Mary Evans Sias

Kentucky State University President Mary Evans Sias earned a standing ovation and hearty applause Oct. 3 when she gave her third State of the University address.

In keeping with the theme, "Celebrating the Past and Anticipating the Future," Sias discussed university accomplishments, what has made it special

throughout its 120 years and her vision of what is to come.

KSU – one of the smallest and most diverse universities in the state – also was the fastest growing last year, Sias said. The freshman class grew 55.6 percent and overall enrollment rose 5 percent.

Education students earned a 100 percent passage rate on the teacher readiness examination and 96 percent of nursing students passed the state nursing examination. The university was named one of the outstanding schools of the Southeast by the *Princeton Review* for the third year in a row.

Meanwhile, KSU upheld its 120-year mission to provide accessible higher education to anyone who wanted or needed it. KSU began in 1886 as a school to educate African Americans who wanted to become teachers and other professionals but were denied the opportunity.

"Unlike some institutions, our doors have almost always been open," Sias said. "Today, fully 40 percent of our students are other than African American. Regardless of color, they all come seeking one thing – an opportunity to succeed in life."

But to continue progressing, faculty and students cannot become complacent, Sias said. They need to continue challenging themselves.

KSU needs to attract, hire and retain outstanding faculty, Sias said.

One such professor was the late Henry E. Cheaney, who exemplified the motto "enter to learn, go out to serve," said Alan Moore, president of the Faculty Senate.

Cheaney not only encouraged his students and fellow

faculty to be lifelong learners, he emphasized a life of service.

Another faculty leader was former political science professor James Graves, who retired last year and earned an honorary degree at the May 2006 graduation, Sias said.

"One of our jobs as an institution is to produce more people like Dr. Cheaney and Dr. Graves so that the next generation of students entering KSU will benefit from having teachers who are equally as committed to their students as they are to higher education and the academy," Sias said.

Having better teachers in Kentucky classrooms can help to reduce the number of underprepared students entering KSU and other public institutions, Sias said.

The university also has some obstacles to overcome before it can grow stronger, Sias added.

The university must identify students' needs to better educate them, increase retention and graduation rates, and address cost issues – by receiving more state funding, growing its need-based aid funds and discounting out-of-state tuition – to continue offering all students a chance at higher education.

The campus needs to become more technologically equipped, Sias said. The university also must embark on a comprehensive construction plan to replace or improve existing facilities such as the Betty White nursing building, a new parking structure and more campus housing to accommodate the growing population.

It also must branch out to the Frankfort and Franklin County, Ky., communities to help improve its surroundings through programs, she said. She envisioned requiring graduates to take a civic engagement class, partnering with local schools like Frankfort's Elkhorn Middle School to help develop math and reading curricula to assist struggling students and creating a community choir or local theater program for area students, among other initiatives.

"If we want to get to the next level, we are going to have to work harder and dream bigger dreams together," Sias said.

APPENDIX: C

A PRINTED COPY OF THE POWER POINT
PRESENTATION ENTITLED “ KENTUCKY
STATE UNIVERSITY-REGIONAL
STEWARDSHIP & YOU!”

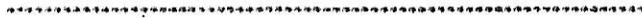
Kentucky State University Regional Stewardship



& YOU!

*Monday, January 8, 2007
Presenting Dr. Anne S. Butler*

OBJECTIVE



- To provide a brief overview of CPE's Regional Stewardship Program.
- To discuss some common terms in an effort to get all on the same page.
- To provide information that describes the Infrastructure Plan Format for the Regional Stewardship Program.

INTRODUCTION

to the Regional Stewardship Program

- ❖ During the 2006 legislative session, the Kentucky General Assembly appropriated \$1.2 million of recurring funds to the Council on Postsecondary Education for the Regional Stewardship of Place Program (2006-2007) and an additional \$2.4 million of recurring funds in 2007-2008.
- ❖ The funds are to be divided into three pools:
 - a. infrastructure
 - b. regional grants
 - c. stewardship initiatives

INTRODUCTION

to the Regional Stewardship Program

- ❖ *What is Stewardship of Place?*

The Regional Stewardship Program [requires and] supports comprehensive university efforts to focus their missions on improving quality of life in their regions, including the counties making up their area of geographic responsibility, and on achieving the aspirations set forth in the post secondary Education Improvement Act of 1997 (House Bill 1) and the Public Agenda postsecondary and Adult Education in Kentucky for 2005-2010
- ❖ Kentucky is leading the nation in embracing the concept of Regional Stewardship.

INTRODUCTION

to the Regional Stewardship Program

❖ Overarching goal of the Regional Stewardship Program is to promote regional or statewide:

- economic development
- livable communities
- social inclusion
- improved P-12 schools
- creative governance
- civic participation through public engagement by university faculty and staff

INTRODUCTION

to the Regional Stewardship Program

❖ One of the first priorities during the infrastructure development process is for campus officials to assemble a regional advisory committee comprised of:

- local government and community leaders
- business and industry representatives
- education leaders
- policy professionals
- interest groups
- citizens from across the university's area of geographic responsibility to assist in identifying regional needs, opportunities, and stewardship priorities

INTRODUCTION

to the Regional Stewardship Program

- ❖ The regional advisory committee will help develop and approve strategic plans and proposals for stewardship funding aimed at building intellectual capacity and meeting regional needs.
- ❖ *Other specific activities include:*
 - Develop a plan for aligning institutional priorities, resources, and infrastructure to support stewardship initiatives.
 - Modify organizational structures, institutional practices, and reward systems to support stewardship activities by faculty and staff.
 - Identify key indicators of regional economic vitality, quality of life, and civic participation and configure information systems to collect and track these data.

INTRODUCTION

to the Regional Stewardship Program

- Engage in environmental scanning activities, convene advisory committee meetings, and host public forums to identify regional or state needs, opportunities, and stewardship priorities.
- Produce a planning document that highlights regional needs, opportunities, and priorities and recommends strategies for addressing needs or taking advantage of opportunities.
- Increase awareness among advisory committee members, the campus community, and regional stakeholders of university resources and how those resources can be directed to address identified needs or take advantage of identified opportunities.
- Establish partnerships with local and regional governments, P-12 schools, community and civic organizations, businesses, hospitals, foundations, and philanthropic organizations to garner financial or in-kind support for stewardship activities and increase program impact.

INTRODUCTION

to the Regional Stewardship Program

.....

- Encourage faculty members to generate proposals and engage in stewardship activities that promote regional or statewide economic development, livable communities, social inclusion, creative governance, and civic participation.
- Identify key indicators related to the nature and extent of institutional/community interactions and configure information systems to collect and track these data.
- Provide professional development for faculty in engagement related areas and find creative ways of integrating public engagement into teaching and research activities at the institutions.

Source: http://cpe.ky.gov/policies/budget/reg_steward_program.htm

WHENCE

Context & Perspective

.....

- ❖ External Forces are bringing changes to institutions that force us to rethink who we are. Decades ago, academics could operate in a vacuum. Today that is not possible.
- ❖ Consideration of Stewardship issues began more than a decade ago. In 1997, a broad based national stakeholders group formed to study and to make recommendations about the future of Public, State, and Land-Grant Institutions. The Kellogg Commission on the Future of State and Land-Grant Universities in conjunction with the National Association of State Universities and Land-Grant Colleges published a document entitled *Returning to Our Roots*.
- ❖ The Alliance for Regional Stewardship exists to support regions working to develop change.

WHENCE

Context & Perspective

- ❖ This publication revisits the concept of public universities and service to communities. While acknowledging that public institutions have provided access to higher education at a level unparalleled in the world, and that they have brought the benefit of new knowledge to millions of people, the assertion from lawmakers and the general public is that public universities became detached and unresponsive to the places in which they resided.
- ❖ A plethora of other issues impacted this decision such as a growing emphasis on accountability and productivity by trustees, donors, and other stakeholders, all converged to what the Kellogg Commission defines as *engagement*.

WHENCE

Context & Perspective

- ❖ What is meant by *Engagement*?

“Institutions that have redesigned their teaching, research, and extension, and service functions to become even more sympathetically and productively involved with their communities, however community may be defined.”

Source: Returning to Our Roots - Executive Summary

- ❖ The charge is clear and change is here. We must focus on those we serve and engage with the world beyond our campus. The university is seen as a public economic benefit. States benefit from an educated populace. Regional Stewardship means that the ongoing tensions between the corporate model (stakeholders as consumers) and the academic model are moot.

WHENCE

Context & Perspective

- According to CPE, the term *service*, *engagement*, and *Regional Stewardship* should not be used interchangeably.
- *Service* has a dual meaning. It may refer to the traditional one-way transfer of knowledge from the university to a community partner, or it may mean serving on communities and other groups internal to the university.
 - *Outreach and engagement* are often used synonymously but are differentiated from *service* in a couple of ways. *Outreach and engagement* are two-way partnerships between the university and the community partners with mutual benefits.
 - *Regional Stewardship* is a subset of engagement/outreach activities that are focused, strategic, and identified by a representative regional group.

*Source: Correspondence James L. Applegate, PhD
December 11, 2006*

THE SIGNIFICANCE OF PLACE

Place anchors us in time and space.

- "If you don't know where you are – you don't know who you are."
- Source: Wendell Berry*
- Places are the sites where we can reinvigorate our connections to each other. Places provide a focal point for celebration, education, and contemplation. Places act as spring boards to understanding meaningful truths about our social and cultural evolution. The experts report that the paradox of the twenty-first "global" century will be that "local" is where we begin.
- "...communities that wish to be successful in the future must develop a strong creative class – intelligent, well educated people who will spur economic development through new ideas and high-tech businesses... For Kentucky to thrive, it needs to develop the creative class. Kentucky's universities offer the types of programs the creative class is seeking."

Source: Dr. James R. Ramsey, President of University of Louisville






What do we know about Kentucky?

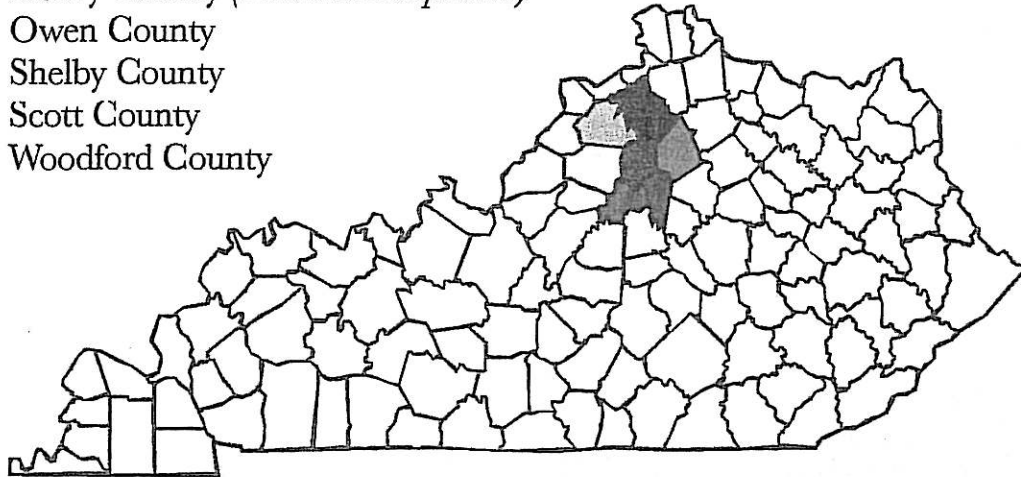
- ❖ Population – 2000 Census: 4,041,769
- ❖ Race: White – 3,640,889 (90.1%); Black/African American – 295,994 (7.3%); Hispanic - 59,939 (1.5%)
- ❖ Civilian Veterans - 380,618 (12.6% of Kentuckians over 18 years)
- ❖ High School Graduates – 74.1%; Bachelor's Degree or Higher - 17.1%
- ❖ Median Household Income: \$33,672

Traditional Service Areas:

- ❖ Anderson County
- ❖ Franklin County
 - Frankfort Independent
- ❖ Henry County
 - Eminence Independent
- ❖ Owen County
- ❖ Shelby County
- ❖ Scott County
- ❖ Woodford County

Traditional Service Areas:

-  Anderson County
-  Franklin County (*Frankfort Independent*)
-  Henry County (*Eminence Independent*)
-  Owen County
-  Shelby County
-  Scott County
-  Woodford County



Anderson County

- ❖ As of the census² of 2000, there were 19,111 people, 7,320 households, and 5,526 families residing in the county. The population density was 36/km² (94/mi²). There were 7,752 housing units at an average density of 15/km² (38/mi²). The racial makeup of the county was 96.53% White, 2.35% Black or African American, 0.12% Native American, 0.12% Asian, 0.01% Pacific Islander, 0.17% from other races, and 0.70% from two or more races. 0.80% of the population were Hispanic or Latino of any race.
- ❖ There were 7,320 households out of which 37.00% had children under the age of 18 living with them, 62.80% were married couples living together, 9.20% had a female householder with no husband present, and 24.50% were non-families. 20.50% of all households were made up of individuals and 8.40% had someone living alone who was 65 years of age or older. The average household size was 2.59 and the average family size was 2.99.
- ❖ In the county the population was spread out with 26.60% under the age of 18, 7.40% from 18 to 24, 32.40% from 25 to 44, 22.70% from 45 to 64, and 10.80% who were 65 years of age or older. The median age was 36 years. For every 100 females there were 95.60 males. For every 100 females age 18 and over, there were 93.00 males.
- ❖ The median income for a household in the county was \$45,433, and the median income for a family was \$50,837. Males had a median income of \$33,125 versus \$25,053 for females. The per capita income for the county was \$18,621. About 4.80% of families and 7.50% of the population were below the poverty line, including 8.70% of those under age 18 and 13.10% of those age 65 or over.

<http://www.wikipedia.org/>



Franklin County

- As of the census² of 2000, there were 47,687 people, 19,907 households, and 12,840 families residing in the county. The population density was 87/km² (227/mi²). There were 21,409 housing units at an average density of 39/km² (102/mi²). The racial makeup of the county was 87.98% White, 9.36% Black or African American, 0.13% Native American, 0.72% Asian, 0.02% Pacific Islander, 0.55% from other races, and 1.24% from two or more races. 1.11% of the population were Hispanic or Latino of any race.
- There were 19,907 households out of which 29.50% had children under the age of 18 living with them, 48.70% were married couples living together, 12.20% had a female householder with no husband present, and 35.50% were non-families. 30.40% of all households were made up of individuals and 10.60% had someone living alone who was 65 years of age or older. The average household size was 2.30 and the average family size was 2.86.
- In the county the population was spread out with 22.60% under the age of 18, 9.70% from 18 to 24, 30.50% from 25 to 44, 24.90% from 45 to 64, and 12.30% who were 65 years of age or older. The median age was 37 years. For every 100 females there were 93.70 males. For every 100 females age 18 and over, there were 89.70 males.
- The median income for a household in the county was \$40,011, and the median income for a family was \$51,052. Males had a median income of \$32,826 versus \$26,201 for females. The per capita income for the county was \$21,229. About 6.90% of families and 10.70% of the population were below the poverty line, including 12.80% of those under age 18 and 12.20% of those age 65 or over.

<http://www.wikipedia.org/>



Henry County

- As of the census² of 2000, there were 15,060 people, 5,844 households, and 4,330 families residing in the county. The population density was 20/km² (52/mi²). There were 6,381 housing units at an average density of 9/km² (22/mi²). The racial makeup of the county was 93.97% White, 3.30% Black or African American, 0.24% Native American, 0.35% Asian, 0.02% Pacific Islander, 1.26% from other races, and 0.86% from two or more races. 2.25% of the population were Hispanic or Latino of any race.
- There were 5,844 households out of which 33.80% had children under the age of 18 living with them, 58.70% were married couples living together, 10.40% had a female householder with no husband present, and 25.90% were non-families. 22.00% of all households were made up of individuals and 9.90% had someone living alone who was 65 years of age or older. The average household size was 2.57 and the average family size was 2.97.
- In the county the population was spread out with 25.40% under the age of 18, 7.90% from 18 to 24, 29.70% from 25 to 44, 24.70% from 45 to 64, and 12.30% who were 65 years of age or older. The median age was 37 years. For every 100 females there were 99.30 males. For every 100 females age 18 and over, there were 95.90 males.
- The median income for a household in the county was \$37,263, and the median income for a family was \$45,009. Males had a median income of \$31,478 versus \$21,982 for females. The per capita income for the county was \$17,846. About 10.40% of families and 13.70% of the population were below the poverty line, including 15.50% of those under age 18 and 19.90% of those age 65 or over.

<http://www.wikipedia.org/>



Owen County

- ✧ As of the census² of 2000, there were 10,547 people, 4,086 households, and 2,995 families residing in the county. The population density was 12/km² (30/mi²). There were 5,345 housing units at an average density of 6/km² (15/mi²). The racial makeup of the county was 97.03% White, 1.13% Black or African American, 0.27% Native American, 0.23% Asian, 0.02% Pacific Islander, 0.46% from other races, and 0.85% from two or more races. 1.00% of the population were Hispanic or Latino of any race.
- ✧ There were 4,086 households out of which 33.40% had children under the age of 18 living with them, 60.70% were married couples living together, 8.00% had a female householder with no husband present, and 26.70% were non-families. 23.10% of all households were made up of individuals and 10.70% had someone living alone who was 65 years of age or older. The average household size was 2.55 and the average family size was 3.00.
- ✧ In the county the population was spread out with 25.50% under the age of 18, 8.40% from 18 to 24, 28.00% from 25 to 44, 24.10% from 45 to 64, and 14.00% who were 65 years of age or older. The median age was 38 years. For every 100 females there were 100.50 males. For every 100 females age 18 and over, there were 97.80 males.
- ✧ The median income for a household in the county was \$33,310, and the median income for a family was \$38,844. Males had a median income of \$29,329 versus \$21,426 for females. The per capita income for the county was \$15,521. About 12.10% of families and 15.50% of the population were below the poverty line, including 17.10% of those under age 18 and 19.90% of those age 65 or over.

<http://www.wikipedia.org/>



Shelby County

- ✧ As of the census² of 2000, there were 33,337 people, 12,104 households, and 9,126 families residing in the county. The population density was 34/km² (87/mi²). There were 12,857 housing units at an average density of 13/km² (34/mi²). The racial makeup of the county was 86.61% White, 8.83% Black or African American, 0.30% Native American, 0.40% Asian, 0.12% Pacific Islander, 2.39% from other races, and 1.34% from two or more races. 4.51% of the population were Hispanic or Latino of any race.
- ✧ There were 12,104 households out of which 34.70% had children under the age of 18 living with them, 61.00% were married couples living together, 10.60% had a female householder with no husband present, and 24.60% were non-families. 20.20% of all households were made up of individuals and 8.00% had someone living alone who was 65 years of age or older. The average household size was 2.63 and the average family size was 3.00.
- ✧ In the county the population was spread out with 25.20% under the age of 18, 8.70% from 18 to 24, 31.40% from 25 to 44, 24.00% from 45 to 64, and 10.80% who were 65 years of age or older. The median age was 36 years. For every 100 females there were 94.90 males. For every 100 females age 18 and over, there were 91.30 males.
- ✧ The median income for a household in the county was \$45,534, and the median income for a family was \$52,764. Males had a median income of \$35,484 versus \$25,492 for females. The per capita income for the county was \$20,195. About 6.50% of families and 9.90% of the population were below the poverty line, including 11.70% of those under age 18 and 12.30% of those age 65 or over.

<http://www.wikipedia.org/>



Scott County

- ❖ As of the census² of 2000, there were 33,061 people, 12,110 households, and 8,985 families residing in the county. The population density was 45/km² (116/mi²). There were 12,977 housing units at an average density of 18/km² (46/mi²). The racial makeup of the county was 91.94% White, 5.35% Black or African American, 0.26% Native American, 0.50% Asian, 0.01% Pacific Islander, 0.82% from other races, and 1.13% from two or more races. 1.61% of the population were Hispanic or Latino of any race.
- ❖ There were 12,110 households out of which 38.50% had children under the age of 18 living with them, 58.80% were married couples living together, 11.50% had a female householder with no husband present, and 25.80% were non-families. 21.00% of all households were made up of individuals and 7.00% had someone living alone who was 65 years of age or older. The average household size was 2.61 and the average family size was 3.01.
- ❖ In the county the population was spread out with 26.30% under the age of 18, 11.80% from 18 to 24, 32.60% from 25 to 44, 20.40% from 45 to 64, and 8.90% who were 65 years of age or older. The median age was 32 years. For every 100 females there were 95.80 males. For every 100 females age 18 and over, there were 90.70 males.
- ❖ The median income for a household in the county was \$47,081, and the median income for a family was \$54,117. Males had a median income of \$40,604 versus \$25,767 for females. The per capita income for the county was \$21,490. About 7.30% of families and 8.80% of the population were below the poverty line, including 11.00% of those under age 18 and 12.10% of those age 65 or over.

<http://www.wikipedia.org/>



Woodford County

- ❖ As of the census² of 2000, there were 23,208 people, 8,893 households, and 6,643 families residing in the county. The population density was 47/km² (122/mi²). There were 9,374 housing units at an average density of 19/km² (49/mi²). The racial makeup of the county was 92.08% White, 5.41% Black or African American, 0.13% Native American, 0.31% Asian, 0.01% Pacific Islander, 1.13% from other races, and 0.93% from two or more races. 2.99% of the population were Hispanic or Latino of any race.
- ❖ There were 8,893 households out of which 35.00% had children under the age of 18 living with them, 61.90% were married couples living together, 9.70% had a female householder with no husband present, and 25.30% were non-families. 21.00% of all households were made up of individuals and 7.50% had someone living alone who was 65 years of age or older. The average household size was 2.57 and the average family size was 2.99.
- ❖ In the county the population was spread out with 25.40% under the age of 18, 7.90% from 18 to 24, 31.20% from 25 to 44, 25.10% from 45 to 64, and 10.40% who were 65 years of age or older. The median age was 37 years. For every 100 females there were 93.00 males. For every 100 females age 18 and over, there were 91.20 males.
- ❖ The median income for a household in the county was \$49,491, and the median income for a family was \$58,218. Males had a median income of \$39,284 versus \$27,972 for females. The per capita income for the county was \$22,839. About 5.20% of families and 7.30% of the population were below the poverty line, including 8.00% of those under age 18 and 13.10% of those age 65 or over.

<http://www.wikipedia.org/>

APPENDIX: D

BUDGET CALENDAR

Academic Affairs Budget Calendar

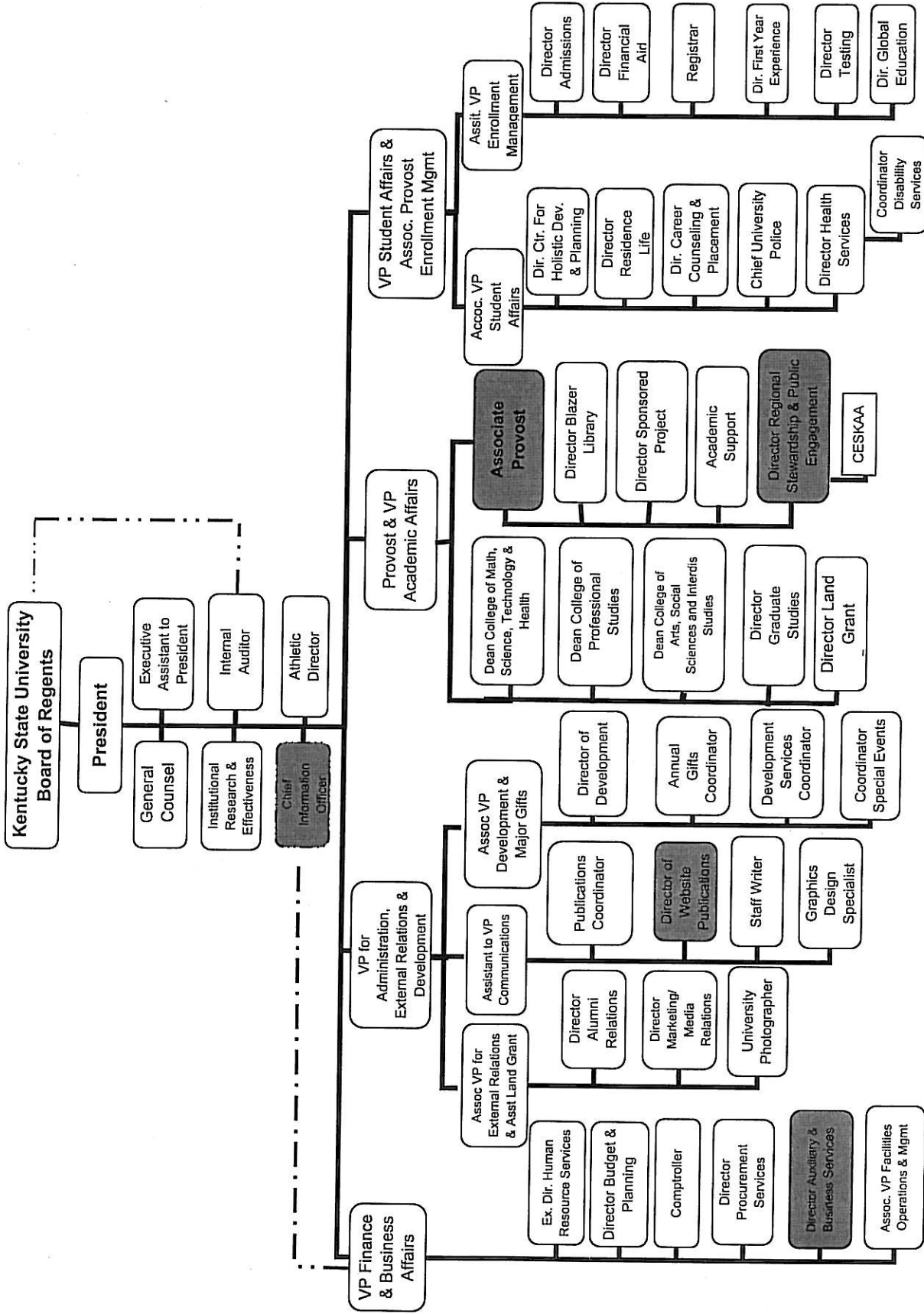
DATE		ACTIVITY
Thursday	February 1	Budgets Due from Deans/Directors (including the Detailed Operating Budget Record)
Friday	February 2	Budgets Reviewed by Academic Affairs
Monday	February 5	College Budget Meeting with Deans Only
Tuesday	February 6	College Budget Meeting with Deans Only
Wednesday	February 7	Department Budget Meeting - Deans will be in attendance
		PowerPoint Presentations sent to Academic Affairs
Thursday	February 8	Academic Affairs Budget Preparation
Friday	February 9	Submit Academic Affairs Budget to the Budget Office
Monday	February 12	Budget Hearings with Cabinet
Tuesday	February 13	Budget Hearings with Cabinet
Tuesday	February 20	Budget Approved by Cabinet
Friday	March 30	Budget Approved by Board of Regents

Colleges: Arts, Social Sciences, and Interdisciplinary Studies
 Mathematics, Science, Technology and Health
 Professional Studies

Departments: Blazer Library
 CESKAA
 Enhancement & Retention
 Faculty Senate
 Graduate Studies
 Land Grant
 Sponsored Projects
 Regional Stewardship

APPENDIX: E

ORGANIZATIONAL CHART



Red = Staff
 Blue = Cabinet members
 Green = New Functions

APPENDIX: F

A SUMMARY OF THE CURRICULUM REVISION INITIAL PROPOSAL

SUMMARY

This proposal seeks NEH funding to support a project that will expose faculty teaching in Kentucky State University's Integrative Studies (IGS) Program and other Humanities departments to an "Improvisational Field-Theoretic Approach to World Literature," an innovative approach, developed by Dr. Theophus ("Thee") Smith of Emory University, pairing texts drawn from the traditional Western canon with those from African and African-American cultures. The project's primary goal is to reinvigorate the IGS curriculum by helping faculty discover new ways of connecting humanities texts from different cultures and thereby improve both faculty teaching and student learning in the humanities. The Integrative Studies Program, the centerpiece of KSU's liberal studies/general education program, is a 12-semester-hour block of interdisciplinary courses, required of virtually all students seeking the baccalaureate degree and organized chronologically, beginning with the ancient world and ending with modern times. Readings are drawn from a wide array of primary sources in literature, philosophy, history, political theory, history of science, and other humanities fields. In the spring 2006 semester, a committee was formed by the Integrative Studies Program Steering Committee, the program's oversight committee, to review and propose revisions to the IGS curriculum. That committee committed itself to seek funds to support activities that would provide support for the curriculum review and revision efforts. This grant proposal grew out of that context.

A meeting of all participants and Dr. Smith via videoconferencing in spring 2007 would initiate the project. A Blackboard shell would be created for the project, which would provide participants and Dr. Smith opportunities to communicate, share ideas, brainstorm, and preserve their thoughts for the duration of the project and beyond. During the course of the project, participants will meet to discuss texts drawn from world literature in light of Dr. Smith's approach. Dr. Smith will join some of these conversations via videoconferencing. In addition Dr. Smith will visit KSU on two occasions to meet with participants to conduct workshops. KSU's own Center of Excellence for the Study of Kentucky African-Americans would contribute relevant archival literary materials about and by Kentucky African-Americans to provide a local and regional perspective on the issues and ideas raised in the meetings and workshops.

Since the NEH project participants are also members of a committee charged with examining and proposing revision of the current IGS curriculum, one important outcome of the project will involve curricular changes that will affect a significant number of faculty and virtually all baccalaureate-degree-seeking students at KSU. As part of the project's dissemination strategy, a resource manual will be prepared, providing a detailed account of the project's activities and the ideas emerging from meetings and workshops. This manual will be posted on Blackboard and on the university's web site as a reference tool for faculty members and students of the humanities at KSU and other institutions. Participants will be encouraged to prepare papers on selected issues and ideas emerging from the project for presentation at the annual meetings of the Association of Core Texts and Programs, the Association of American Colleges and Universities, the Association of General and Liberal Studies, and the Association of Integrative Studies. In addition, each participant will be required to keep a journal of reflections upon the project's impact on their own knowledge of world literature and their perspectives on teaching and learning in the humanities. Edited versions of these journals will be published at the end of the project on Blackboard.

INTELLECTUAL RATIONALE

As part of its response to the adoption of its new mission in 1982 as “the state’s unique, small, liberal studies institution,” Kentucky State University, one of the nation’s historically black institutions of higher education, created the Integrative Studies Program, consisting of a sequence of four interdisciplinary courses, designed to promote intellectual integration of ideas and cultural perspectives, by building conceptual bridges across the disciplines, as the centerpiece of KSU’s general education core requirements (See Appendix A for KSU’s Mission Statement and brief institutional profile). The IGS Program began offering courses in 1983-4. The first three courses in the sequence (IGS 200, 201 and 300) were originally based on reading, analysis, and discussion, in a seminar setting, of primary texts in the Western tradition. The fourth course, then and now, is selected by students from a menu of four “non-Western” offerings in Oriental, African, Latin-American, and African-American cultures. IGS has no full-time faculty of its own. It relies upon faculty “borrowed” from academic units around campus, making faculty development opportunities of special importance. The 12-semester-credit-hour IGS course requirement forms the single largest block of required courses in KSU’s 53-semester-credit-hour liberal studies/general education core requirements. The only group of students at KSU not required to take IGS courses are the approximately 60 students (out of a total enrollment of about 2,500 students) who participate in the Whitney Young Honors Program and who take an alternative core curriculum originally based on the St. John’s Great Books model. IGS is administered by a coordinator who is assisted by an “IGS Steering Committee,” consisting of a group of 10 faculty members, from a variety of academic units and disciplinary backgrounds, who have been “borrowed” over the years to teach in the program and have a strong commitment to it. In addition to members of the Steering Committee, IGS staffing needs are met by borrowing other faculty from around the university to teach in the program and by a limited use of adjunct faculty.

From the mid-1980s to 1998, the IGS Steering Committee revised IGS 200, 201, and 300 to

include a more culturally diverse representation of readings and completed a project of publishing its own set of three readers, one for each of the first three IGS courses. The readers average more than 500 pages, are published by Copley Press in Acton, MA, and are used in conjunction with other selected texts. Copies of the current IGS 200, 201, and 300 syllabi and table of content pages of the three readers are included in Appendix B. In the spring 2006 semester, a committee was formed by the Integrative Studies Program Steering Committee, the program's oversight committee, to review and propose revisions to the IGS curriculum. That committee committed itself to seek funds to support activities that would provide support for the curriculum review and revision efforts. This grant proposal grew out of that context.

However, without much opportunity for significant faculty development opportunities in the humanities, and with turnover bringing new faces into IGS teaching virtually every year, many faculty have experienced difficulties in discovering "deep-level" connections between works in the Western tradition and the works drawn from other cultural traditions, and in helping students understand those connections. Dr. Smith's approach will help stimulate the faculty's thinking about these connections, as well as about new ways to group texts and ways to help students engage the material more effectively.

As a faculty member whose educational background and teaching career has involved extensive experience in "great books" programs, such as that of St. John's College (from which Dr. Smith received his B.A. degree in 1975) and KSU's own Whitney Young Honors Program (in which Dr. Smith taught from 1983 to 1987) and as someone much interested in the African and African-American literature, Dr. Thee Smith began thinking of ways to combine his two primary teaching interests. His initial work in this direction resulted in a work titled "Improvisational Black Studies: a Field Theory Approach," designed to provide a conceptual framework, along with specific examples, for unifying his two areas of interest. His goal was to lay out the groundwork for a program of study that would allow, quoting from Dr. Smith, "for multiple and fluid correlations of black studies with other specialized cultural studies, and also with mainstream academic disciplines."

As Dr. Smith further explains:

Field theories attend not only to individual items--whether texts or artifacts, events or processes--but also to the intersecting fields within which they exist. In this instance, a field approach allows for multiple and fluid connections of black studies with other specialized cultural studies, and also with mainstream academic disciplines. On the one hand, the approach acknowledges the normative or "canonical" status of certain texts and literatures, disciplines and traditions. But it also "decenters" canonical formations--including the formation of canons in black studies--precisely by correlating competing canons as a *matter of course*, and also by addressing non-canonical materials and perspectives. . . . Moreover, a routine correlation of cognate and disparate fields allows us to develop the functional equivalent, in the academy, of the art of improvisation. As a method, correlation involves the interdependence of items within structured wholes, whereas the improvisational art keeps this method open and flexible.

Dr. Smith's approach has proven effective in his classroom experiences and has promise for reinvigorating the teaching of world literature and other humanities texts at Kentucky State University, and, indeed, at other institutions whose faculty will have opportunities to learn about this project through the dissemination plan outlined below.

CONTENT AND DESIGN

As part of the preliminary activities, prior to the mid-term spring 2007 videoconference described below, the project Director will create a Blackboard shell for the project. This shell will be used throughout the project period to provide message boards, discussion threads, electronic resources, and other opportunities for asynchronous communication among participants. The shell will also provide opportunities for communication with Dr. Smith, who will be available through this mechanism to give guidance and make suggestions throughout the grant period. The electronic record of discussions and comments on Blackboard will become part of the project's final report and resource manual.

Project activities would begin immediately after mid-term during the spring semester 2007 with a preliminary meeting of participants in one of KSU's video-conferencing facilities, with Dr. Smith being present via audio-video link. At this meeting the detailed project agenda, with timetable, will be distributed to participants, along with the texts and other materials to be read during the project period. Dr.

Smith will explain his improvisational, field-theoretic approach to world literature and other humanities texts and provide an overview of the project readings. Participants will have the opportunity to engage Dr. Smith and each other in discussion of the approach. After the general conceptual framework is introduced by Dr. Smith, attention will turn to his example of inter-canonic field correlations involving Africana and the Greek classics. This particular aspect of his proposal was selected because of its obvious connections to the current IGS 200 course content, which includes multicultural content in the forms of readings from various creation myths and other non-Western texts but which focuses primarily on the Greek classics. Dr. Smith's suggestions for pairing readings from African and African-American sources with appropriate Greek texts are of especial interest in terms of provoking thought among IGS faculty that might have immediate bearing on the reading list currently in use in IGS 200.

In mid-April 2007, a second videoconference would be held, including Dr. Smith, and involving all project participants. The first set of paired readings would be discussed at this conference: Martin Luther King Jr.'s "Letter from Birmingham Jail" and Plato's *Crito* and *Apology*. Dr. Anne Butler, Director of the Center for Excellence for the Study of Kentucky African Americans, will also provide archival materials from the Center's extensive collection, to be scanned and uploaded to the Blackboard shell. These materials will give a local and regional perspective on the issues raised in discussion of the texts of King and Plato. Dr. Butler will continue to provide this kind of material throughout the course of the project.

In the week following KSU's graduation in May 2007, a three-day workshop for project participants would be held, with Dr. Smith in attendance for the first day. Meetings of participants would occur during the fall semester 2007 and the spring semester 2008, with a final three-day workshop, again with Dr. Smith in attendance, being held in May 2008.

First Videoconference, March 2007 (Thee Smith, KSU Participants)

Introduction to field theory approach (Thee Smith)

Preview of readings (Thee Smith)

Second Videoconference, April 2007 (Thee Smith, KSU Participants)

Discussion of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and Plato's *Crito* and *Apology*

First Workshop Day, May 2007 (Thee Smith, KSU Participants)

Discussion of Breuer & Telson, "The Gospel at Colonus" (extra-textual: oratorio and video) and Sophocles' *Oedipus at Colonus*. (Thee Smith, leader)

Second Workshop Day, May 2007 (Thee Smith and Participants)

Discussion of W.E.B. Dubois *The Souls of Black Folk* and Aristotle's *De Anima*

Third Workshop Day, May 2007 (Participants)

Discussion of integrating material into IGS curriculum, led by Project Director; consideration of local/regional material (from Center for the Study of Kentucky African-Americans), led by Dr. Anne Butler

Fall Semester 2007, Meeting 1, Videoconference (Thee Smith and Participants)

Discussion of Ralph Ellison's *Invisible Man* and Homer's *The Odyssey*

Fall Semester 2007, Meeting 2 (Participants)

Discussion of Toni Morrison's *Beloved* and Euripides' *Medea*, Homeric Ode to Demeter, and selected Odes of Horace

Spring Semester 2008, Meeting 1, Videoconference (Thee Smith and Participants)

Discussion of Ola Rotimi's *The Gods are Not to Blame* and Sophocles's *Oedipus Rex*.

Spring Semester 2008, Meeting 2 (Participants)

Discussion of Wole Soyinka's *The Bacchae of Euripides: A Communion Rite* and Euripides' *The Bacchae*.

First Workshop Day, May 2008 (Participants)

Discussion of integrating material into IGS curriculum, led by Project Director; consideration of local/regional material (from Center for the Study of Kentucky African-Americans), led by Dr. Anne Butler

Second Workshop Day, May 2008 (Thee Smith and Participants)

Discussion of Phyllis Wheatley, selected poems, and selections from Horace and Ovid

Third Workshop Day, May 2008 (Thee Smith and Participants)

Project review, wrap-up

INSTITUTIONAL CONTEXT

As a historically black university with a liberal studies mission, Kentucky State University provides a supportive environment for interdisciplinary, multicultural education. The 1982 Mission

Statement was refined in 1993 to relate more emphatically its historic identity with its liberal studies mission. The refined statement reads in part: "Drawing upon its African-American heritage, the University will promote the values and methods of interdisciplinary and multicultural education in its liberal studies offerings." KSU's current student enrollment is approximately 2,500, of which more than half are minority students, mostly African-American (see Appendix A). Since its inception, the IGS program has undergone constant evolution involving personnel changes, increased student enrollment, and curriculum development and revision. Faculty members are adept at utilizing a variety of teaching strategies to engage students and at different approaches to interdisciplinary, multicultural humanities education. Their experience with and their enthusiasm for integrative studies provides a dynamic context for encountering Dr. Smith's innovative field theory approach to black studies.

In addition, the IGS Steering Committee has commissioned a subcommittee, consisting of some members of the Steering Committee and some other members of the humanities faculty from other academic units, to begin the process of reviewing the current IGS curriculum and proposing changes, with a special emphasis on providing more emphatic curricular connections with the historic mission of the institution as an HBCU. The opportunity to involve Dr. Smith, as a nationally-recognized African-American scholar of literary and religious studies, through the auspices of a NEH grant-funded project is especially apt and timely. An important additional consideration in terms of institutional context is that Dr. Smith was, from 1983 to 1987, a Whitney M. Young faculty member, and, hence, has familiarity with the KSU collegial environment and with the Integrative Studies Program.

Another institutional resource that will significantly benefit the project is the Center of Excellence for the Study of Kentucky African-Americans (CESKAA). The Center contains much local and regional material that will be drawn upon to provide a local perspective on the issues raised throughout the project. Dr. Anne Butler, the Center's Director, is a member of both the NEH grant project committee and the IGS curriculum review and revision committee.

STAFF AND PARTICIPANTS

Dr. George P. Weick, Professor in the Whitney Young School of Honors and Liberal Studies, Director of the Institute for Liberal Studies at KSU, and Coordinator of the IGS Program, will serve as project Director. Dr. Weick has served as Director of ILS and the Coordinator of the Integrative Studies Program since Fall 1992. He has taught since 1988 in the Integrative Studies Program and in the Whitney M. Young School of Honors and Liberal Studies, and has supervised all IGS curriculum revision efforts that have occurred since 1992. He served as editor of the first editions of the three IGS readers used in IGS 200 (*Foundations of Cultures*), IGS 201 (*Convergence of Cultures*), and IGS 300 (*Search for New Forms of Cultures*). He also edited the second edition of *Foundations of Cultures*, published in August 1995.

Dr. Theophus (Thee) Smith will serve as project consultant. Dr. Smith has taught in the Whitney Young program at KSU from 1983 to 1987, so he is familiar with KSU and the IGS program. His presentation (“Improvisational Black Studies: A Field Theory Approach”) at the Marquette University conference in the 1990s on “Integrating Black Studies into the Core Curriculum of a Catholic University” is the source work upon which his presentation to the IGS faculty under this current NEH proposal is based. He is a nationally recognized scholar of literature and religious studies at Emory University.

Dr. Anne Butler, Director of the Center of Excellence for the Study of Kentucky African-American (CESKAA), will provide archival assistance to the project by locating materials in CESKAA’s extensive collection that are relevant to the particular areas of interest identified throughout the course of the project, digitizing them, and making them available to project participants. Dr. Butler, herself, will also be a project participant.

Dr. Mark Shale, Professor in the Whitney Young School of Honors and Liberal Studies, Secretary to the IGS Steering Committee, and a long-time teacher of IGS classes, will serve as project secretary. He will be responsible for helping produce the project’s on-going reports and minutes of

meetings as well as the project's final documents, including the resource manual

EVALUATION

Project participants would be surveyed at the mid-point and at the conclusion of the project to determine how well participants feel the project is meeting its objectives. Dr. Smith would also write a brief mid-project report and final project report providing his perspective on how well the project is meeting its objectives. In addition, the IGS Steering Committee, which is charged with oversight responsibilities for the IGS program and which meets monthly, will review on a regular basis the progress of the project and provide an evaluation, to be included in the Steering Committee minutes, on both an on-going and a final-basis.

The benchmarks used to provide on-going project assessment would be: 1.) is the project proceeding according to plan logistically (that is, are meetings being held on schedule, are participants present as agreed, are materials ready on time and in adequate supply, are appropriately detailed records being maintained, etc.); 2.) is the project director performing up to expectations (does he provide assistance and guidance when needed and/or requesting, is he providing appropriate project leadership; is he motivating participants appropriately, etc.); 3.) is the project producing tangible proposals for improving both curricular content and pedagogy; and 4.) is there a plan in place to incorporate these proposals into the curriculum by Fall 2009 or earlier. The ultimate goal of the project is to improve faculty teaching and enhance student learning in the humanities.

FOLLOW-UP AND DISSEMINATION

The final report, along with other relevant materials developed during the course of the grant project, would be distributed to all faculty who teach IGS as well as to members of the IGS Steering Committee. The IGS Steering Committee is the entity authorized to make changes to the IGS curriculum. The proposed changes would be reviewed by the Steering Committee at the beginning of the Fall semester 2008. Changes that the Committee endorses would take effect in Fall 2009. The IGS teaching faculty

would meet monthly during the 2008-2009 academic year to discuss the changes and their implementation. Mini-classes, consisting of IGS teaching faculty, would be held to test the changes to the curriculum. The digital resource materials developed during the course of the project would be uploaded to Blackboard and made available to all IGS teachers and students. One important resource item would be a manual, consisting of a detailed summary of the ideas, suggestions, and approaches to the texts discussed during the project as well as consideration of how “improvisational” teaching strategies can enhance student performance in humanities classes, in particular in KSU’s Integrative Studies courses. Additionally, one of the project’s participants, Dr. Anne Butler, Director of the Center of Excellence for the Study of Kentucky African-Americans, housed at KSU, will make available literary materials and other documents from the Center’s extensive archives to help provide, throughout the project, an on-going, special “local” Kentucky perspective on the issues and ideas raised by participants and the consultant throughout the project period. These materials would be scanned and also made available on-line through Blackboard.

In addition, participants will be encouraged to prepare papers on selected issues and ideas emerging from the project for presentation at the annual meetings of the Association of Core Texts and Programs, the Association of American Colleges and Universities, the Association of General and Liberal Studies, and the Association of Integrative Studies. Finally, each participant will be required to keep a journal of reflections upon the project’s impact on their own knowledge of world literature and their perspectives on teaching and learning in the humanities. Edited versions of these journals will be published at the end of the project on Blackboard.